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ABSTRACT

The models of small-group lessons provided in this booklet were developed by the New York City Board of Education, under the Elementary Secondary Education Act (ESEA) Title I, to act as guides from which the teacher can generate materials on reading comprehension. Chapters deal with the instruction of such comprehension skills as utilizing contextual clues for vocabulary meaning, locating specific information, gleaning the main idea from materials, and making inferences from reading. Each chapter is divided into a discussion of "process," a general outline of the skill involved; techniques for teaching; and sample teaching activities. Appendixes include a skill/grade-level chart, a class profile sheet, and a mini-taxonomy of comprehension and vocabulary skills. (KS)

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BOARD OF EDUCATION OF THE CITY OF NEW YORK

DIVISION OF HIGH SCHOOLS

SAMUEL POLATNICK, EXECUTIVE DIRECTOR

some models for

SMALL GROUP

LESSONS IN COMPREHENSION

TITLE I HIGH SCHOOL READING PROGRAMS

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CS002778

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These models of small group lessons in the teaching of comprehension were developed to act as guides. They are points from which the teacher can develop special materials. These are only a beginning.

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SMALL GROUP LESSONS IN COMPREHENSION SKILLS

TABLE OF CONTENTS

	PAGE
Forward	1
Introduction	2
I. CONTEXTUAL CLUES FOR VOCABULARY MEANING	
Process	5
Techniques for Teaching Contextual Clues for Vocabulary	5 - 7
Sample Teaching Activity	7
II. LOCATING SPECIFIC INFORMATION	
Process	8
Techniques for Teaching Details	8 - 11
Sample Teaching Activity	12
III. MAIN IDEA	
Process	13
Techniques for Teaching the Main Idea	13 - 16
Sample Teaching Activity	16 - 18
IV. INFERENCE	
Process	19
Techniques for Teaching Inference	19 - 20
Sample Teaching Activity	21 - 22
APPENDIX	
A. SKILL-GRADE LEVEL CHART	23
B. CLASS PROFILE SHEET	24
C. MINI TAXONOMY	25

FORWARD

This packet surveys four reading comprehension skills:

1. Context Clues to Vocabulary Meaning
2. Locating Specific Information
3. Main Idea
4. Inference

It begins with a brief discussion of the process of small group teaching. For each of the four skills surveyed, there is:

1. A general discussion of the skill
2. Several techniques for teaching that skill
3. A detailed teaching activity

These suggested activities and techniques are by no means meant to be considered exhaustive and should be supplemented by the many other materials known to individual teachers.

INTRODUCTION

In complimenting small group lessons the teacher should start with that group of students who have not shown improvement on the basis of testing. This group may well be composed of students who do not understand the basic reading comprehension skills and who have not profited from being given only reinforcement exercises or assignments without having been taught the skill. Small group instruction allows economy in the use of teacher or para time and an opportunity for pupils to have an interchange of ideas, reinforcement and motivation.

In many ways the small group lesson is similar to the full-class developmental lesson with which we are all so familiar. A small-group lesson has a recognizable beginning, preferably motivational in character, that introduces the concept of the skill. This is followed by brief teaching activities and exercises that serve to develop the concept. In the final practical application part of the lesson the student uses subject matter materials and appropriate lab materials to reinforce and to demonstrate his understanding of the skill taught. There are, however, significant differences in the implementation of small group lessons: one, homogeneity of students; two, timing; and three, questioning techniques.

HOMOGENEOUS GROUPS

A small group lesson should involve only three or four students while the rest of the class works on individualized assignments with the aid of the educational assistant. The smallness of the

group affords the individual student more opportunity to respond and comment than he would have as part of a whole class lesson. The students in the small-group lesson should be selected on the basis of having demonstrated a particular need for the skill to be taught. The placement should be based on an analysis of diagnostic instruments and on-going diagnosis of the student's performance in his assignments. The students in each group should also be reading at approximately the same level, (for example - Students who do not understand the general concept of "main idea," and who are also reading at about 5.0 should be grouped together.) The reading materials used in these select exercises should be at the students' independent reading level. In order to select students for these small group lessons, a class profile sheet is helpful. See attachment "A". Note: It is important that only those students who demonstrate a need for the skill be placed in a group. Otherwise, the knowledgeable student will either be bored or dominate the lesson and speed up the pace to the point where the students needing the lesson will be overwhelmed.

TIMING

Because the teacher is in a sense doing "precision" teaching, and because the group is small and homogenecus, an aim that would ordinarily take 45 minutes to achieve can be completed in 20 to 25 minutes. As one can readily see, a student in a group of four gets much more opportunity to respond and comment than that same student would get if he were part of a class of 15 or 32. Also because of the intimacy of the group, a student is usually more comfortable speaking and exposing areas of ignorance or unsureness to the teacher and fellow students.

QUESTIONING TECHNIQUE

The pace of questioning is particularly crucial to the success of the small-group lesson. The teacher must be especially careful that the group understand each small segment of the lesson. Before moving on to the next more difficult component of the lesson, the teacher should make every effort to ensure that each student has overtly demonstrated an understanding of the preceding segment of the lesson. "A good teacher is a good questioner." Declarative sentences should be turned into questions that require thought and feedback from students. Feedback from these questions determines the pace of the lesson. If students demonstrate understanding, the teacher can move ahead quickly. If students indicate uncertainty, the teacher's expertise is best demonstrated in deftly fielding the students' incorrect answers. It is important that these answers be investigated fully - and the student be allowed to express his reasoning. Only if the teacher uncovers the faulty reasoning can she assist the student.

CONCLUSION

In general the teaching process involves taking a complicated concept, breaking it down into very small digestible units, arranging those units in sequential order, and in a supportive, gentle manner presenting those units to the student, always understanding that one bit must be digested before the next is offered.

I. CONTEXTUAL CLUES TO VOCABULARY MEANINGS

PROCESS

Using context as an aid in determining the meaning of words while one reads requires using all of the information available in the surrounding material to figure out the meaning of the unfamiliar word, or of a familiar word used in an unusual way. The teacher's job in teaching this skill is to make students aware of the various types of clues that reveal meaning, i.e., punctuation, use of an unknown word in a sentence, clues in other sentences, or paragraphs.

TECHNIQUES FOR TEACHING CONTEXTUAL CLUES FOR VOCABULARY MEANING

1. PUTTING A PICTURE IN CONTEXT

Use the picture on Page 7 of TACTICS "B" (Scott, Foresman and Company). Ask students to explain why the boy is kneeling in the street. Since it is difficult to tell, ask students to look at the same picture with surrounding car, tire, jack, etc. on page 8. In the second picture it is easy to see that the boy is fixing a tire. Point out that just as the surroundings in the picture are clues to what the boy is doing, other words in a sentence can be clues to an unfamiliar word. Often one cannot know what a word means until it is seen with a few other words, a picture, or perhaps one or more sentences.

2. NONSENSE WORDS

Present students with a nonsense word in a sentence:

> The FLIPAFLAP went flying over the grandstand while the player ran safely to homebase.

Ask students to tell what they believe a FLIPAFLAP to be. Ask how they came to that conclusion. Point out that the same process can often be used to figure out a real word that is unfamiliar. Many times words around an unknown word can be used to define words, and often a dictionary is not necessary, i.e., "His mother was concerned about the plight of the poor people who were starving in India."

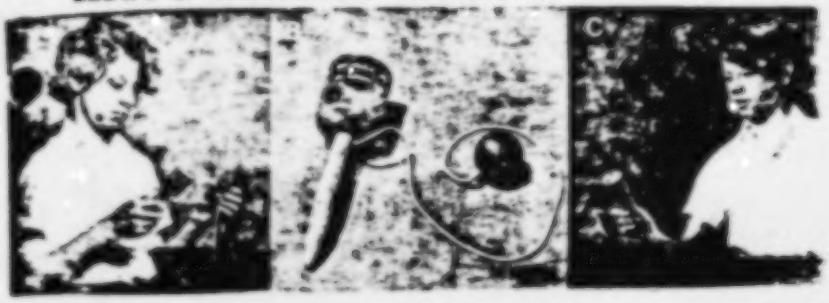
3. USE OF WORD IN A SENTENCE

Present students with a series of three pictures as shown on page 13 of "B". Point out that the third picture most clearly tells the reader what the object is because this picture shows how the object is used. Similarly, the way a word is used in a sentence often defines it. Then present students with a word such as "cool" which has multiple meanings:

> It's quite cool today.
> Be cool; I'll figure something out.

Follow up by having students devise their own examples which they use to (teach) (test) each other.

More Context Clues



4. WORDS OF CONTRAST

Present students with the following sentence:

Some cheeses remain fresh and good-tasting for months, but butter becomes RANCID after several days.

Elicit the meaning of RANCID. Teach words of contrast such as:

BUT, WHILE, ON THE OTHER HAND, HOWEVER. Teach words of reinforcement such as: MOREOVER, ANOTHER, IN ADDITION, FURTHERMORE

SAMPLE TEACHING ACTIVITY - CONTEXTUAL CLUES FOR VOCABULARY MEANING

AIM: To find the meaning of an unfamiliar word from clues in a sentence.

STEP I Present to class a nonsense word in a sentence:

The boy went up the stairs, rang the RINGLEKNOCK and the door opened. Ask students to define RINGLEKNOCK

Ask for clues that indicate meaning.

Point out that just as we can define a nonsense word from context, often we can do the same with real words that are unfamiliar.

STEP II Present students with more unfamiliar words in sentences.

Read sentences and note the unfamiliar word.

1. A large burning rock from outer space, called a METEOR, hit earth.

2. The small birds of the region are TANAGERS.

3. Today we are having SIMULATED hamburgers that look and taste just like the real thing, even though they are made from nonmeat products.

STEP III Use more sentences from
Barnell Loft
Tactics
Skillpacers
RAS
SRA, etc.

II. LOCATING SPECIFIC INFORMATION

PROCESS

The process of finding details at the literal level of comprehension involves locating and reproducing the facts as presented by the author. This skill is the easiest of the four surveyed in this packet. The student should understand that often in order to identify details, questions can be asked such as: who, what, when, where, how, what kind, which one, how many, etc.) The process of locating details is indicated not merely as leading up to the identification of the main idea but rather as the process for identifying specific information.

TECHNIQUES FOR TEACHING THE LOCATING OF SPECIFIC INFORMATION

1. WHY, WHEN, HOW, WHERE QUESTIONS

In order to have students look for pertinent details, present sentences and questions to group:

> FOR SOME STRANGE REASON, JUST AT DAWN, THE DOGS BARKED FRANTICALLY IN EVERY PART OF THE TOWN, DISTURBING THE SLEEPERS.

Ask students the following questions:

WHY?	for some strange reason
WHEN?	just at dawn
HOW?	frantically
WHERE?	in every part of the town

2. IRRELEVANT INFORMATION

Ask students to pick out the most important facts in a story.

Ask if they can pick out the unimportant facts sometimes found in a math problem. For example:

> Jack went to the store. It took him 10 minutes to find what he wanted. He bought four pieces of candy for 2¢ each. He gave the lady a dime. How much did he get back?

Have students tell which facts are important? Which facts are not important?

3. IRRELEVANT SENTENCES

Retype a paragraph from a text and insert a sentence which is not related to the paragraph. Then have students read the paragraph and find the nonsense sentence. For example:

> We went on a hike last Saturday. We stopped on the bridge to rest. A big turtle was swimming in the water. We saw some fish, too. I like to ride a bicycle. Then we stopped at a friend's house. They gave us a cold drink. We were tired when we got home.

4. FOLLOWING DIRECTIONS

This activity calls for students to read carefully and follow directions. Present the following list to a group and have students read it silently. See if they notice the significant facts that are stated in numbers and 14.

Can You Follow Directions?

1. Read all directions on this page before you do anything.
2. Put your name in the upper right hand corner.
3. Write the date at the top left hand corner.
4. Say, "super" as loud as you can now.
5. Stand up and stretch.
6. Draw four circles at the bottom of the page.
7. Draw a triangle in each circle.
8. Skip around the room once.
9. Write the numbers from one to ten down at the left hand side of the page.
10. Now say "Hello" very softly.

11. Circle your number seven

12. Write the letters of the alphabet from a to m on the right side of the page.

13. Circle your letter "g"

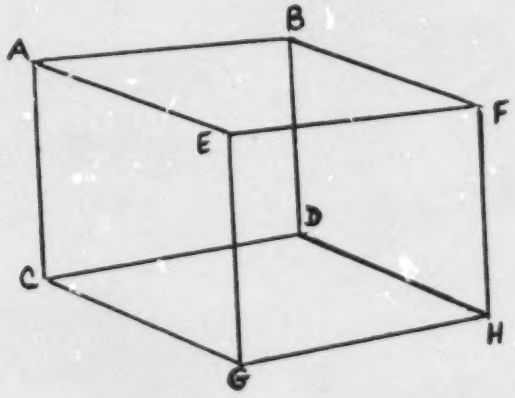
14. Don't follow any of these directions given in items 2-13. Simply say, "I am done."

5. MAKING A CUBE FROM DIRECTIONS

WITH STUDENTS help them to draw a cube from written instructions:

> Draw a square. Letter its upper left-hand point A. Letter its upper right-hand point B. Letter its lower left-hand point C. Letter its lower right-hand corner D. Draw a light line from points A to D. Draw a light line from points B to C. Where these two lines meet is the center of the square. Mark that point E. From E draw a straight line toward the right, the same length as from A to B. Call the point at the right-hand end of this line F. From point E draw a straight line downward, the same length as from E to F. Call the end of this line G. Then from point F draw down a vertical line of the same length as from E to G. Call the lower end of this line H. Connect points G and H with a straight line. Now draw lines connecting points A and E, B and F, C and G, and D and H.
>
> The answers to these questions will prove how correctly you followed instructions.

The student's drawing should look like this:



6. SIGNAL WORDS

Before an author presents a detail in a paragraph, he usually alerts the readers to the fact that one lies ahead. To do this he uses certain signal words which direct readers to the details. These signal words also show readers how the details are related to one another. Therefore, they serve to make the details more obvious and more meaningful. Students should be taught to instantly recognize and understand clues these signal words contain: *

1. To signal another fact:
   Also, in addition, then, another, finally, moreover, besides, further, but, still, yet while, next, the following, first, (1), (2), second, third, last, also, furthermore, likewise, as well as
2. To signal another time:
   meanwhile, soon, after, subsequently, at last, at first, the next day, then, now, before, later, finally, immediately
3. To signal a specific instance:
   for example, such as, especially, in particular, most important
4. To signal a conclusion:
   therefore, for this reason, because, on account of, hence, since. thus, result, reason is, but, however, of course

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* From Advanced Skills in Reading, Book 2, Joseph C. Gainsburg

** Better Reading, by Gainsburg and Spector

*** You Can Help Your Child Learn to Read, Harry W. Forgan

SAMPLE TEACHING ACTIVITY - LOCATING SPECIFIC INFORMATION

AIM — To identify details and recognize that they supply factual information.

STEP I — Write a lengthy message on the board --
As you all know the English 4-year regents is a very important examination. This Spring it will be given on Thursday, June 10 at 9:00 A.M. Students should report on time to Room 416. Tell pupils to pretend this message is to be sent as a telegram--10 words or less.

Have students delete words which are not essential.

STEP II — Distribute sentences below:

1. If I were you, I should report to the office not later than 10 o'clock.

2. The prize fight took place in Madison Square Garden on September 10, 1975.

3. The desks are brand new; therefore, be careful not to mark them.

4. Eisenhower and Stevenson were candidates for the office of the President of the United States.

5. The hurricane destroyed many of the farms and crops, such as wheat, corn, and rye.

STEP III — With students, underline key words in sentences.

Put key words on blackboard.

STEP IV — Point out to students that key words fell into the following catagories:

Exact dates	names of people
numbers	all negatives
place names	some adjectives

STEP V — Elicit from pupils the questions key words tend to answer:

Who?, What?, Where?, When?

III. MAIN IDEA

PROCESS

The process of teaching the main idea involves an understanding that a series of connected sentences are related to a single main thought. The student learns that the main idea is frequently expressed in the first sentence of a paragraph, but that it may also appear at the middle or end of a paragraph. In more difficult material he learns that the main thought is not specifically or literally stated. A difficult problem is having the student recognize the difference between supporting details and the main idea.

TECHNIQUES FOR TEACHING THE MAIN IDEA

1. PICTURE ANALOGY

Prepare two pictures of the same scene; one simply an outline of a scene, the other a fully developed picture with details. Present the outline to a small group and ask students what they feel this picture "is all about." Then present the second picture. Again ask the same question. They should give approximately the same answer. Ask students what the difference is between the two pictures. Ask students to list the details they see in the second picture. Elicit from students the concept that the second picture had the same main idea but included many details. Explain that a paragraph, likewise, has a main idea and details. Explain further that we should not confuse the details with the main idea.

2. PICTURE CLASSIFICATION

Using advertisements, large magazine pictures, etc., present students with a series of four or five pictures having a unified theme.

Ask students to state in one word, the item or concept found in every picture. Label the correct answer TOPIC. Ask students to tell what all the pictures tell about the topic. Label this answer the MAIN IDEA.

Exercise:
Using TACTICS Book"A," page 159, ask students to look at the five pictures of various United States presidents. Ask students to think of a heading for a list of the names of those men. Put the heading (U.S. Presidents) on the line above the list.

3. WORD CLASSIFICATION (topic supplied)

Present students with lists of words. Have students determine which of the words is the topic. i.e.

hammer	cars
screw driver	vehicles
tools	buses
saw	trucks
awl	jeeps

4. WORD CLASSIFICATION (topic to be supplied)

Present list of related words to students to read. Have students find the topic for each list of words and write it on a blank above the list. i.e.

_____	_____
jacket	beef
shirt	liver
belt	pork
shoes	ham
scarf	lamb

Ask students to do the opposite. Give students a category and ask them to list items under that category.

5. SENTENCE CLASSIFICATION -

Present students with four sentences that are related: each sentence is written on a separate card. One of the sentences is the main idea of the paragraph; three sentences are details within the paragraph. After the students have read all the sentences ask:

1. "What are all the sentences about?"
2. "Which sentence states the main idea of the group of sentences."

Have students put the sentence that expresses the main idea first, listing the other sentences beneath. If a student places a supporting detail first question him so that he realizes that all of the other sentences do not add information about this sentence.

Sample groups of sentences:

1. Basketball is very popular in the spring.
   Football is everybody's favorite sport in the fall.
   A different professional sport is popular in the U.S. each season of the year.
   Baseball takes first place during the summer months.
   Hockey comes to the forefront during the winter months.

2. The greater part of the iceberg is below the water.
   Only about one-ninth of an iceberg is visible above the water.
   Icebergs are much larger than they seem to be.

3. Man-eating fish lurk on all sides.
   The tangled undersea growths often trap the divers.
   Sponge diving is an especially dangerous occupation.
   Undertows sometimes carry even the strongest swimmers off their courses.

6. ANALYZING A PARAGRAPH

Present students with a short paragraph and have them distinguish between the main idea and details. Ask: 1. What is the main idea

of this paragraph? or
What are all these sentences talking about?
2. What are the details?
3. How many details are in this paragraph?
4. What is the relationship between the details and the main idea?

Present following paragraph to group:

The /River/ Delaware is a small river. From its source to the mouth of the Delaware Bay, south of Cape May, the following /of the Delaware River/ waters travel a distance of only 326 miles. The importance of the river, however, is out of proportion to its size because it flows right through the heart of one of the country's greatest industrial areas. That is precisely why the waters of the river are in such demand. *

Ask students to tell the one thing (river) that the entire selection is about. As illustrated above, have students circle the word "river" its synonyms and the pronouns standing for river. Ask students to insert above the line any additional words that can be supplied to show the full meaning that the author had in mind, but did not express.

SAMPLE TEACHING ACTIVITY - MAIN IDEA

AIM	To recognize the main idea when it appears at beginning of a paragraph
STEP I	Collect from magazines a series of pictures containing a common theme. EXAMPLE: woman piloting a commercial plane woman shooting pool woman repairing telephone equipment

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* Adapted from Improving Your Reading
Paul D. Leedy

ASK: In one word--what are all these pictures about? (Women)

What do these pictures tell us about women?

Label student answers TOPIC and MAIN IDEA, respectively.

STEP II

Explain that paragraphs have topics and main ideas.

STEP III

Read to students several short paragraphs. Ask the same questions you asked when showing the pictures:

State in one word what paragraph is about.
What does the paragraph tell you about _____?

Which sentence told you what paragraph was about? Where in paragraph do you find that sentence?

1. A cow is a useful animal. It gives us milk and the butter and cheese that are made from milk. From the flesh we get meat. Other parts of the cow are made into leather, glue, mattresses, and gelatin.

ELICIT: Main idea sentence - A cow is a useful animal.

2. Corn popping is really easy. The corn is put into the popper and held over a fire. When the corn splits and pops, it is ready.

ELICIT: Main idea sentence - Corn popping is really easy.

STEP IV

Ask students to find the sentence containing main idea. (Remind students that the sentence they are looking for cannot be a detail--it must be a sentence which tells what the story is mainly about.

Directions: Choose A, B, or C as the best key sentence.

1._____. The train jerked each time it started. The cars were open to wind, rain and sun. The hard seats were rought and without covers.

a. The old trains were very uncomfortable
b. It was great fun riding in old trains
c. Riding in old trains was very pleasant.

2._____. He was very honest and sincere. His humor made many people feel happier. His unfailing kindness drew to him many friends.

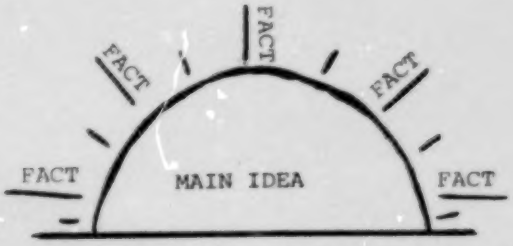
a. Abe Lincoln was an honest man
b. Abe Lincoln was a very successful president
c. Abe Lincoln was loved for many reasons

3. _____. The tom-tom carries messages many miles for African natives. The Indians make use of smoke signals. On ships, the wigway signals are still used. The discovery of electricity led to the use of the telegraph and the telephone. The most recent means are radio and television.

a. There are many uses of signals
b. There are many methods of communicating
c. There are many uses of electricity.

STEP V Point out that these paragraphs began with main idea in the first sentence, but this may not always be the case.

STEP VI Ask students to explain the diagram below:



NOTE: This sample activity should be followed up with activities dealing with main idea contained in the last sentence, middle of paragraph and not directly stated.

All exercises excerpted from Better Reading, Gainsburg and Spector

Assign further work from:

Barnell Loft
Basic Reading Skills
Tactics
Real Stories
Skillpacers, etc.

IV. INFERENCE

PROCESS

The process of making inferences involves reasoning and logical thinking where the reader gets information indirectly. The reader is usually asked to evaluate several facts and to put these facts together to draw a logical, reasonable conclusion. These facts may be thought of as clues or evidence in a detective story. The category of inference includes such other areas as drawing conclusions, predicting outcomes, cause and effect relationships, finding implications, and various character analysis skills such as discovering the feelings, emotions, and motivations of characters. Students should also be made aware of the fact that all inferences are not necessarily true.

TECHNIQUES FOR TEACHING THE SKILL OF INFERENCE

1. REASONING FROM PERSONAL AND IMAGINED EXPERIENCES

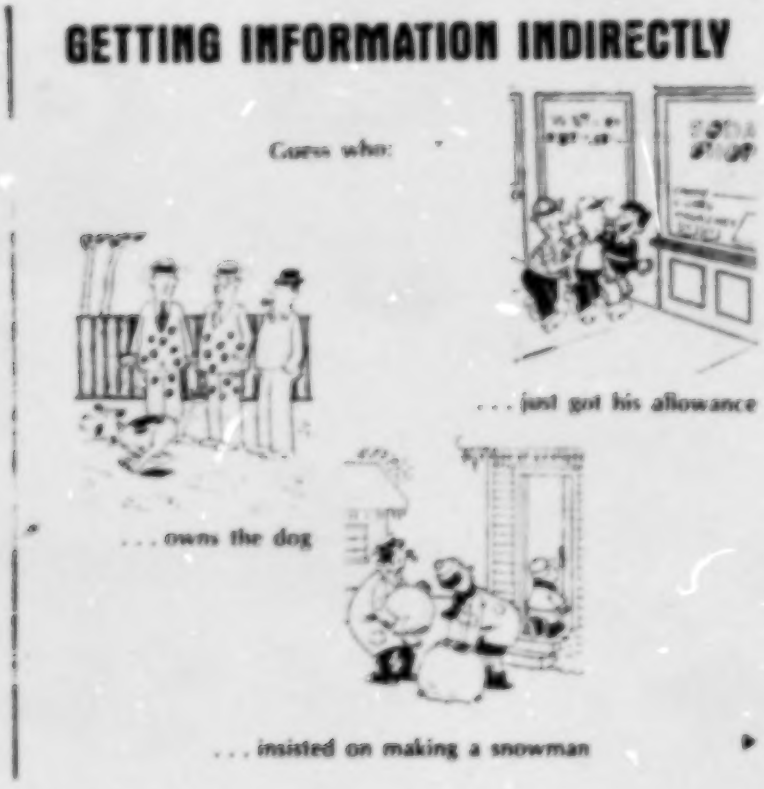
Have students reason from personal and imagined experiences.

Examples:

1. A man enters the door carrying a wet umbrella. "How is the weather outside?" Have students realize that they based their answer on indirect evidence.
2. "When I came to work this morning my cheeks were flushed, my nose was running, my eyes were watering, I was sneezing, and I had a headache. Tell what is happening to me."
3. "A woman enters the room carrying skis covered with snow. How is the weather outside?"
4. "There is a shot. People run into the room and find a man slumped over his desk. He's holding a gun in his hand. What can we say has happened or what can we infer from this?"

2. CARTOONS AND PICTURES

Present to the group pictures which lend themselves to teaching inference. Cartoons where the point of the joke is based on what you surmise about the situation are frequently appropriate. See TACTICS Book "A" pp. 95 and 96.



3. PICTORIAL SYMBOLS

Present students with pictorial symbols and/or discuss the meaning of symbols and the inferences you can draw from them. Present a flag, a halo, a peace symbol.

Ask students what information these symbols provide. i.e., Present a picture of a girl with a halo over her head. "What does the halo indicate about the girl?"

Examples:

Present a picture of a boy with a picture of a light bulb shining over his head. What does the light bulb indicate about the boy.

If a man is wearing a pin with the peace symbol on it (or a dove), what can we imply about his feelings about war.

If a man is wearing a small flag pin in his lapel, his feelings about his country are_____.

SAMPLE TEACHING ACTIVITY - INFERENCE

AIM: To recognize that inferences can be drawn from various materials. Present short written selections which indirectly describe particular situations. Have students read the following selections and describe what probably happened by answering the questions. Ask them how they knew and to state the clues.

Examples:

1. You wake up in the middle of the night. You smell smoke. People are yelling and screaming and banging on doors. You hear the sound of sirens down below in the street.

(What has happened and what is happening now?)

2. A man enters the room from the outdoors, and he leaves wet footprints.

(What can we say about the weather outside? Or what can we infer from this?)

3. I left the hamburger on the table when I went to answer the door. Cromwell was sleeping under the table. When I returned, they were both gone.

Who or what is Cromwell? Where did the hamburger go? Can we be positively sure of this?

4. The grass was trampled. A balloon was caught in the branches of a tree. Colored bits of paper were scattered around on the ground. The sound of a marching band could be heard in the distance.

What has happened here?

5. You watch an average size lady stepping down from a scale. She has a big smile on her face.

What inference would you make from what you see?

6. Bits of fuselage lay at the side of the runway. A piece of the tail clung to the top of the radio tower. The pilot's body was found a mile away from this area, his parachute half opened.

What has probably happened?

7. (More difficult exercise)

The two paragraphs below describe two different plane crashes. In one crash the plan did a nose dive, falling almost straight down. In the other crash the plan was coming in for a landing. Figure out which plane nose dived and which plane was coming in for the landing. Be able to prove your answer with evidence. Circle the words and phrases that help prove your answer.

INFERENCE

A. While coming in for a landing the TWA Boeing 727 trijet smashed into a mountain slope killing all passengers and crew members. Federal investigators looking over the crash site found the wreckage at the base of a twenty foot rocky hill, and a half mile trail of smashed treetops. Some pieces of wreckage still clung to the trees.

B. The wreckage of the jet lay in a small clearing that it made as it crashed. The compact crash area was no more than 100 yeards in length. Bodies of the crew members were found within the wreckage. There were no passengers. A piece of the tail was the only major section outside the crash area. It was impaled high on a tree about 200 feet away.

Further examples can be found in:

Barnell Loft - Drawing Conclusion
RFU
Skillpacers, etc.

GUIDE TO GRADE LEVELS OF MATERIALS

Grade Levels	BARNELL LOFT	BE A BETTER READER	COUNTRIES & CULTURES	DIMENSIONS AMER ALBUM	DIMENSIONS MANPOWER	EDL STUDY SKLS	McCALL CRABBS	PICTOCAB	READING ATTAIN SYSTEM I red	READING ATTAIN SYSTEM II green	READING DEVEL KIT B	READING FOR CONCEPTS	RFU Junior	RFU Senior	SKILLPACERS	SRA Ib	SRA IIa	SRA IIb	SRA IIc	SRA IIb 1969	SRA IIIa 1973	SRA IIIb 1973	SRA IVa	TACTICS IN RDG	WE ARE BLACK	
1.0 - 1.4	A						A					A				aqua										1.0-1.4
1.5 - 1.9																purple										1.5-1.9
2.0 - 2.4	B								red			B	1,2			orange olive	orange olive								I	2.0-2.4
2.5 - 2.9																blue	blue			tan					2	2.5-2.9
3.0 - 3.4	C			1					orange			C	3,4		yellow	brown	brown	brown green red		brown				3	3.0-3.4
3.5 - 3.9									brown			D	5,6			green	green			red	blue					3.5-3.9
4.0 - 4.4	D	A		2	1	C CC CCC			green blue purple	maroon orange gray green aqua	400's	E	7-9		red	red	red	tan	tan gold	orange	purple				4	4.0-4.4
4.5 - 4.9			1										10-14				tan	gold	aqua	gold	violet					4.5-4.9
5.0 - 5.4	E	B		3	2	D DD DDD					500's	F	15-23		blue		gold	aqua	purple	olive	rose				5	5.0-5.4
5.5 - 5.9			2									G	24-28				aqua	purple	rose	green		blue				5.5-5.9
6.0 - 6.4	F	C		4	3	E EE EEE				violet	600's	H	29-35	1-3			purple	rose	silver	aqua	orange	rose		A	6	6.0-6.4
6.5 - 6.9			3										36-38				rose	silver	orange			brown				6.5-6.9
7.0 - 7.4		1		5	4	F FF FFF							39-44	4-8			silver	orange	olive	blue	gold		orange	B		7.0-7.4
7.5 - 7.9			4										45-49					olive	blue			green	olive			7.5-7.9
8.0 - 8.9		2	5	6	5								50-57	9-13				blue	brown green	silver	brown	red	blue			8.0-8.9
9.0 - 9.9		3	6		6								58-65	14-21					red		tan	tan	red	I		9.0-9.9

APPENDIX A

SKILL GRADE LEVEL CHART

APPENDIX B

CLASS PROFILE SHEET - COMPREHENSION SKILLS

STUDENT	MET COMP SCORE	MAIN IDEA	INFERENCE	DETAILS	VOCABULARY IN CONTEXT

APPENDIX C

Mini Taxonomy of Comprehension and Vocabulary Reading Skills

MAIN IDEA

Barnell Lofts - Getting the Main Idea
Basic Reading Skills pp. 70-79
Skillpacers: RED - Cards 1 & 2 (2.0 - 3.5) BLUE - Cards 1,2,&3 (3.5 - 5.0)
Study Skills Library:

C 3,5,7,9	4th level	DD 6, 9, 10	5th level
CC 1,2,6,7,8,9	4th level	EE 2, 6, 8	6th level
D 3,4,7,9	5th level		

Reading Attainment System (questions 1 & 2)
Tactics A,B,1
Be a Better Reader
Scope Visuals - Book 1

INFERENCES

Reading for Understanding
Barnell Lofts - Drawing Conclusions
Basic Reading Skills pp. 112-114, 115-120, 136-137
Skillpacers: RED - Cards 7, 8, 11, 12, 13, 15 (2.0 - 3.5)
BLUE- Cards 7, 8, 12, 13, 15 (3.5 - 5.0)
Study Skills Library:

C	4, 8, 10	D	10
CC	3, 5	DD	7

Reading Attainment System (questions 9 & 10)
Reading Development Kit B (4.0 - 6.0)
Tactics A, B, 1
Be a Better Reader
Scope Visuals - Books 1, 3

FACTS AND DETAILS

Barnell Lofts - Locating the Answer
Barnell Lofts - Getting the Facts
Barnell Lofts - Detecting the Sequence
Basic Reading Skills pp. 66-68
Skillpacers: RED - Cards 4, 5, 6 (2.0 - 3.5) BLUE - Cards 4, 5, 6 (3.5-5.0)
Study Skills Library: C : 6 CC : 4 DD : 3
Reading Attainment System (questions 3-8)
Tactics A, B, 1
S.R.A. Kits: We Are Black, Manpower; American Album
McCall Crabbs

VOCABULARY

Barnell Lofts - Using the Context
Basic Reading Skills pp. 7 - 23
Skillpacers: RED - Card 14 BLUE - Card 14
Picto-cabulary series
Reading Development kits
Be a Better Reader
Clues magazines 2 & 3
Vocabulary sections in: We Are Black; S.R.A. kits; R.A.S. 1 & 11